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12 month reporting date 5/05/2005  
Closed 3/28/05

# McCook Central School District Improvement Plan/Progress Report Form

### Principle: 3-Appropriate Evaluation

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

### **24:05:25:04. Evaluation procedures.**

The school districts shall ensure the child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

#### **24:05:25:04. Evaluation procedures.**

The school district shall ensure a variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining whether the child is a child with a disability and the content of the child's IEP.

Through file review, the monitoring team concluded a functional evaluation in all areas of suspected disability and/or a report analyzing the functional information was not present in five files. The functional information is used to develop the student's present levels of performance which will link directly to the annual goals and short term instructional objectives. Transition evaluations were not administered for three students of transition age. Therefore, the present levels of performance did not include transition information linked to evaluation.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the evaluation or reevaluation procedures and instruments meet the minimum requirements.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will 1) Evaluate/reevaluate and gather functional and developmental information about the child in all areas of suspected disabilities, including transition

- 2) Summarize that information into a report form and
- 3) Provide a copy of the evaluation report to the parent

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

## Timeline for Completion

**Person(s)  
Responsible**

## 6 month progress

Record date  
objective is met

## 12 month progress

Record date  
objective is  
met

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<p>1. What will the district do to improve?          All initial and reevaluations will include functional assessment in all skill areas affected by the disability.</p> <p>What data will be given to SEP to verify this objective?          The district will review 100% of initial evaluations and reevaluations conducted during the 6 month reporting period and document the number of files that had functional assessments completed in each area of disability.          The district will report the number of files reviewed and the number of files which had functional evaluations were completed.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers &amp; Director</b>	Met 11/2004	
<p>Please explain the data (6 month)          Thirteen files containing evaluations and reevaluations were reviewed and 100% of those had functional assessments completed in each area of disability.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?          All evaluations administered, functional and standardized will be analyzed and summarized into a written report.</p> <p>What data will be given to SEP to verify this objective?          The district will review 100% of the initial evaluations and reevaluations conducted during the 6 month reporting period and document the number of files containing a report summarizing the functional evaluation results into a report form.          The district will report the number of files reviewed and the number of files that contained a report summarizing the functional evaluations.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers &amp; Director</b>	<b>Met 11/2004</b>	
<p>Please explain the data (6 month)          Thirteen files containing evaluations and reevaluations were reviewed and 100% of those had contained a report summarizing the functional evaluations.</p>				
<p>Please explain the data (12 month)</p>				

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<p>3. What will the district do to improve?          A copy of all evaluation results will be given to the student's parents.</p> <p>What data will be given to SEP to verify this objective?          The district will review 100% of the evaluation/reevaluation files to document the number of files which had the functional reports given to the parent.          The district will submit the number of files reviewed and the number of files that documented the functional report was given to the parent.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers &amp; Director</b></p>	<p><b>Met 11/2004</b></p>	
<p>Please explain the data (6 month)          Thirteen files containing evaluations and reevaluations were reviewed and 100% of those contained documentation that the functional report was given to the parent.</p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle: 3-Appropriate Evaluation</b></p>
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>24:05:25:02 Determination of needed evaluation data</b>          As part of an initial evaluation or reevaluation, the individual education program team and other individuals with knowledge and skills necessary to interpret evaluation data, must determine what evaluation data is needed to support eligibility and the child's special education needs.</p> <p>In all student files reviewed, with the exception of speech/language and early childhood, the monitoring team found consistently listed on the prior notice/consent for evaluation the Behavior Assessment for Children (BASC) and the personality test, House Tree Person. Interviews with special education teachers indicated the Cornbelt Cooperative has informed them behavior assessments must be completed on all students suspected of a disability when requesting a psychological evaluation even if the referral information did not reflect behavior concerns. The behavior assessment is completed as a precautionary step in the event of long-term suspension of the student. Based on this information, the monitoring team concluded that the district does not consider the child's individual needs when making the determination of needed evaluation data.</p>
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          The district will ensure the evaluation or reevaluation procedures and instruments meet the minimum requirements.</p>

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**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will determine on an individual basis what areas will be evaluated and then evaluate/reevaluate only those areas necessary to support the suspected eligibility.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            The district will determine on an individual basis what areas will be evaluated and then evaluate/reevaluate only those areas necessary to support the suspected eligibility.            What data will be given to SEP to verify this objective?            The district will review 100% of the initial evaluations and reevaluations conducted during the 6 month reporting period and document</p> <p>1). The number of files reviewed            2). The number of files in which the behavioral or personality evaluations/reevaluations were conducted as a result of specific behavior/personality concerns of the student.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers &amp; Director</b>	<b>Met 11/2004</b>	
<p>Please explain the data (6 month)            Thirteen files containing evaluations and reevaluations were reviewed. Two of the files documented that behavioral or personality evaluations/reevaluations were conducted as a result of specific behavior/personality concerns of the student.</p>				

**Principle: 3 – Appropriate evaluation**

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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

Issues requiring immediate attention

**24:05:30:05. Content of notice.**

The notice must include a description of each evaluation procedure, test, record, or report that the district uses as a basis for the proposal or refusal.

**24:05:25:03. Preplacement evaluation.** Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. The evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.

**24:05:22:03. Certified child.** A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

**24:05:25:04.02. Determination of needed evaluation data.** As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall review existing evaluation data on the child and input from the student's parents, identify what additional data, if any, are needed to determine whether the student has a particular category of disability as described in this article, the present levels of performance and educational needs of the student; and whether the student needs special education and related services. Based on file review and interview, the monitoring team found that a student was evaluated three separate times; in 1996, in 2000, and in 2003. The student was determined not eligible for special education or special education and related services as part of the evaluation/eligibility determination process in 1996 and 2000. The student was reevaluated a third time in 2003. The ability and achievement scores from the 2003 evaluation again did not qualify the student for special education services. The psychologist then used the 2000 ability score and the 2003 achievement score on the multidisciplinary team report to provide a sufficient math discrepancy for the student to be eligible for special education services under the category of specific learning disability. Use of the 2000 ability score needed to be addressed and agreed upon by the team prior to the evaluation process beginning and not after a current ability score did not qualify the student. The psychologist did this independently without invalidating the present ability score and without following the team membership for determining eligibility as required by ARSD 24:05:25:04.03. Also previous evaluation scores determined the student to be a student without a disability. There was no evidence that parent input/notice was given to the parent of the decision to use previous test scores prior to the meeting. District staff did not feel changing or adding information to the MDT report was an option available to them. There was no evidence in the evaluation report why the current ability score was not an accurate reflection of the student's ability. The district must reconvene as an IEP team, including the student's parents, and consider all current evaluations in determining if this student meets the requirements of a certified child.

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The district will ensure the evaluation/revaluation procedures and instruments meet minimum requirements.

**Please complete a new sheet for each goal.)**

<p><b>12 month progress</b></p> <p>Record date</p> <p>objective is met</p>
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**Met  
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Please explain the data (6 month)

The IEP team, including the student's parents, the school psychologist, teachers, and administration, reconvened on May 10, 2004. At that time reports were reviewed and an override was written to explain how evaluations were used to determine that this student met the requirements of having a specific learning disability. This student was found to have inconsistent ability scores over three evaluations and the 2003 score was considered an outlier. Using two previous ability scores it was determined by the team that there was a discrepancy between the ability score and the math achievement score in addition to a reported history of organizational problems. Goals in the areas of study skills and mathematics were included in the IEP.

Please explain the data (12 month)

**Principle: 5-Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance).

24:05:27:01.03 Content of individualized education program

A student's IEP must contain present levels of performance based upon the skill areas affected by the students identified disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

In five files reviewed, present levels of performance were not linked to functional evaluation and did not contain the student's specific academic strengths and needs in all areas of suspected disability, including transition. Functional assessment must be conducted in each area of suspected disability, compiled into a report which is given to the parents and then brought forth into the present level of performance as specific skill based strengths and needs. Sometimes functional assessments were completed but not brought together in a report form and sometimes the assessments were completed in some but not all areas of suspected disability.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure the individualized education program contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will 1) document skill based strengths and needs for each area of disability on the present level of performance  
2) each identified strength and need will link directly to the functional assessment report

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<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve?            The present level of performance developed for each student will be skill specific and document child strengths and needs for each area of disability.            What data will be given to SEP to verify this objective?            The Special Education staff will review three initial or reevaluations IEPs at each of these levels – preschool, elementary, middle and high school and submit to the OSE the total number of files at each level that contained the required components of present levels of performance</p>	<b>April 1, 2005</b>	<b>Special Education Teachers and Special Education Director</b>	<b>Not Met</b> <b>Review High School files for 12 month data</b>	<b>Met</b> <b>3/2005</b>
<p>Please explain the data (6 month)            The Special Education staff reviewed three initial or reevaluations IEPs at each of these levels – preschool, elementary, and middle school. 100% of these nine files contained the required components of present levels of performance.            No high school files were reviewed because no evaluations were conducted during this time period.</p>				
<p>Please explain the data (12 month)            The special Education staff reviewed three initial or reevaluations IEPs at the high school level and 100% of these three files contained the required components of present levels of performance.</p>				
<p>2. What will the district do to improve?            The present level of performance developed for each student will identify each child's areas of strength and weakness and will be directly linked to the functional assessment for that child.            What data will be given to SEP to verify this objective?            The Special Education staff will review three initial or reevaluation IEPs at the Preschool, Elementary, Middle and High School level and submit to the OSE the number of files at each level in which the strengths and needs on the present level of performance link to the functional assessments.</p>	<b>April 1, 2005</b>	<b>Special Education Teachers and Special Education Director</b>	<b>Not Met</b> <b>Review High School files for 12 month data</b>	<b>Met</b> <b>3/2005</b>



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Please explain the data (6 month)

The Special Education staff reviewed three initial or reevaluations IEPs at each of these levels – preschool, elementary, and middle school. 100% of these nine files link the strengths and needs on the present level of performance to the functional assessments.

No high school files were reviewed because no evaluations were conducted during this time period.

Please explain the data (12 month)

The Special Education staff reviewed three reevaluation IEPs at the high school level and 100% of the three files link the strengths and needs on the present level of performance to the functional assessments.

**Principle: 5-Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**24:05:27:01.03. Content of individualized education program**

Beginning at age 14 or younger if determined appropriate by the placement committee, and updated annually, a statement of the transition service needs of the student under the applicable components of the student's individualized education program that focuses on the student's course of study such as participation in advanced-placement courses or a vocational education program.

**ARSD 24:05:27:13:02 Transition services**

Transition services are a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities. The coordinated set of activities shall be based on the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, the acquisition of daily living skills and functional vocational evaluation. For each student beginning at age 14, the IEP must include a statement of the transition service needs of the student that focuses on the student's course of study. For each student beginning at age sixteen a statement of the needed transition services is required including interagency responsibilities or any needed linkages.

Through interview and file reviews the review team found transition evaluation was not administered for three students of transition age. Assessment focusing on transition is necessary in order to design an outcome oriented process which promotes movement from school to post-secondary school activities. Transition activities were addressed but were not tied to current present levels of performance and evaluation. Through interview and a review of four student files, the course of study did not include specific electives based upon the student's employment or living outcomes. The term "elective" was written to represent potential classes. Individual education programs addressing transition services did not consistently provide information as to who was responsible for carrying out the activities/goals.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure that transition plans for student's are a coordinated set of activities, reflecting student strengths and interests, to prepare them for post school activities.

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<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b></p> <p>The district will</p> <ol style="list-style-type: none"> <li>1) conduct transition evaluations beginning at age 14</li> <li>2) identify a specific course of study on the individualized education plan that promotes movement to post school activities at age 14.</li> <li>3) identify transition services needed on the individualized education plan that promotes movement to post school activities at age 16.</li> <li>4) identify person responsible for carrying out the transition services at age 16.</li> </ol>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve?          The High School Special Education teacher and the Special Education Director will attend a meeting on transition on April 1, 2004</p> <p>What data will be given to SEP to verify this objective?          The district will report the names and position of those staff attending the April 1, 2004 transition training.</p>	<p><b>May 20, 2004</b></p>	<p><b>Special Education Teacher and Director</b></p>	<p><b>Met 11/2004</b></p>	
<p>Please explain the data (6 month)          Carol Pistulka, Special Education Director, and Janet Van Overmeer, High School Special Education teacher, attended the April 1, 2004 transition training at Sioux Vocational in Sioux Falls.</p>				
<p>Please explain the data (12 month)</p>				

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<p>2. What will the district do to improve?          The district will:</p> <ol style="list-style-type: none"> <li>1) conduct transition evaluations beginning at age 14</li> <li>2) identify a specific course of study on the individualized education plan that promotes movement to post school activities at age 14</li> <li>3) identify transition services needed on the individualized education plan that promotes movement to post school activities at age 16</li> <li>4) identify person responsible for carrying out the transition services at age 16</li> </ol> <p>What data will be given to SEP to verify this objective?          The district will review 100% of the transition evaluations conducted during the 6 month reporting period and document</p> <ol style="list-style-type: none"> <li>1) The number of files reviewed</li> <li>2) The number of transition evaluations completed</li> <li>3) The number of IEPs with specific course of study completed</li> <li>4) The number of IEPs with transition services completed</li> <li>5) The number of IEPs which list the person responsible for carrying out the transition services.</li> </ol>	<b>April 1, 2005</b>	<b>Special Education Teacher and Director</b>	<b>Not Met</b>  <b>Review 16 year olds evaluations for 12 month data</b>	<b>Met 3/2005</b>
<p>Please explain the data (6 month)</p> <p>Nine transition evaluations files were reviewed.          Of those nine, or 100%, contained completed transitions evaluations.          All nine files, or 100%, contained specific course of study completed.          No files were reviewed of 16 year olds, so therefore, there were no IEPs with transition services completed.          No files were reviewed of 16 year olds, so therefore, there were no IEPs which list the person responsible for carrying out the transition services.          There should be at least three 16 year old evaluations before the next six month period.</p>				
<p>Please explain the data (12 month)</p> <p>Five files were reviewed of 16 year olds (or students who would be turning 16 before their next IEP meeting). Four of the files identifies transition services needed on the individualized education plan that promotes movement to post school activities with transition services completed. The other file indicates that the student did not qualify for special education services.          Five files were reviewed of 16 year olds (or students who would be turning 16 before their next IEP meeting). Four of the files lists the person responsible for carrying out the transition services. The other file indicates that the student did not qualify for special education services.</p>				

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<b>Principle: 5-Individualized Education Program</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>24:05:27:01.03. Content of individualized education program.</b> Each student's individualized education program shall include an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities.</p> <p>Through staff interview and a review of eight student files, the team determined justification for placement statement did not use the continuum of alternative placements to accept/reject the option most appropriate for the student. For example, statements such as "extended resource room time was considered, but rejected...", or "more classroom time was considered, but was rejected..." were written. Potential harmful effects were consistently reported in the justification however, the student's instructional needs were not addressed to describe why instruction could not occur in the regular classroom setting.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.          Student with disabilities and their families will be offered the continuum of program options across the district in conformity with Least Restrictive Environment rules.</p>				
<p><b>Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>          The district will provide adequate documentation of least restrictive environment considerations.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met

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<p>1. What will the district do to improve?  The district will provide in-service training to all special education staff responsible for writing IEPs. The in-service training will address the reject/accept process of determining placement and justifying why the student's instructional needs cannot be met in those placements rejected by the team and why the placement option accepted by the team can meet his/her educational needs.</p> <p>What data will be given to SEP to verify this objective?  The district will report: 1) The date of the training  2) The name of the presenter  3) The names and position of those who attended</p>	<p><b>October 15, 2004</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Met 11/2004</b></p>	
<p>Please explain the data (6 month)  Special education staff attended training on August 24, 2004 at the Cornbelt Cooperative in Parker. Mary Borgman was the presenter. The persons who attended were Monica Demary, Robyn Bruna, Robyn Randall, and Janet Van Overmeer.</p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve?  The district will use the reject/accept format to determine placement and justify why the student's instructional needs cannot be met in those placements rejected by the team and why the placement option accepted by the team can meet his/her educational needs.</p> <p>What data will be given to SEP to verify this objective?  The district will review 3 files as each level-Preschool, Elementary, Middle and High school and report the number of files at each level in which the reject/accept format was adequately documented.</p>	<p><b>April 1, 2005</b></p>	<p><b>Special Education Teachers and Director</b></p>	<p><b>Not Met Review High School file for 12 month data</b></p>	<p><b>Met 3/2005</b></p>
<p>Please explain the data (6 month)  The Special Education staff reviewed three initial or reevaluations IEPs at each of these levels – preschool, elementary, and middle school. 100% of these nine contained IEPs with the reject/accept format adequately documented.</p> <p>No high school files were reviewed because no evaluations were conducted during this time period.</p>				

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Please explain the data (12 month)  
 Three high school reevaluation IEPs files were reviewed. 100% of these three files contained IEPs with the reject/accept format adequately documented.

**Principle: 5-Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**24:05:27:01.03. Content of individualized education program.** Each student's individualized education program shall include an explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities.

Through interview and a review of four student records, the team found the individualized education team indicated modifications "as needed" rather than specifically identifying the frequency and location. Modifications must be specified so that the level of service commitment is clear.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district will ensure the individualized education program contains all required content.

**Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 The district will specifically document frequency and location of modifications and accommodations.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will specifically document frequency and location of modifications and accommodations. What data will be given to SEP to verify this objective? The district will review 100% of IEPs conducted during the 6 month reporting period and document the number of files that had specifically documented frequency and location of modifications and accommodations.	<b>April 1, 2005</b>	<b>Special Education Teachers &amp; Director</b>	<b>Met 11/2004</b>	

Please explain the data (6 month)  
 Forty IEPs were conducted and all forty, or 100%, of those files had specifically documented frequency and location of modifications and accommodations

Please explain the data (12 month)

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